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OUTLOOK NOTES

IN THE February *Atlantic Monthly*, Professor Hugo Münsterberg, in an article entitled "Danger from Experimental Psychology," takes great pains to declare that experimental psychology has nothing to contribute to the art of teaching. In his judgment, it is not surprising, but deplorable, that "laboratories have become for teachers the ideal goals, and that experimenting with children has become the teachers' sport." "All hope for pedagogics on a basis of mathematically exact psychology is and will be a perfect delusion." Professor Münsterberg's words are strong words and good words. The pity is that there is no one to whom they apply. There is no large body of teachers sportively devoting their leisure hours to idle experimenting with children; nor are we acquainted with any who have much faith in a "mathematically exact psychology." No doubt, Professor Münsterberg intends to reprove some of the so-called child-study methods. From his conning tower in the psychological laboratory at Harvard he has incidentally discovered some activity among teachers, and has quite naturally supposed that it was all caused by interest in the science he himself represents; but such is not at all the case. Teachers, instead of having more faith in psychology, are having rather less. With the aid of physiology, hygiene, and sociology, they are looking for a true pedagogy, having discovered, long before Professor Münsterberg told them the fact, that psychology has little aid to give them.

PSYCHOLOGY
AND
PEDAGOGY

C. H. THURBER